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ABSTRACT

This report presents the results of the program evaluation of Ball State University Teacher's College's Teachers of the Disadvantaged (TOD) program. The students in this program take special courses and have special training intended to qualify them to teach children from lower socio-economic groups. Sixty-six elementary teachers who had been through the TOD program and 76 elementary teachers who had completed a regular course of study were sent three-part questionnaires in the spring following graduation. The first part of the questionnaire established that TOD participants were in fact teaching in disadvantaged schools to a greater extent than non-TOD participants. The second part had respondents rate their preparation for teaching according to the 10 stated objectives of TOD. The TOD respondents expressed more satisfaction with their college preparation for teaching, although they cited discipline and communication with parents as problem areas. The third part provided the opportunity for suggestions to improve the elementary teacher preparation program at Ball State. The author of the report concludes with some suggestions toward revising the education curriculum to make it more flexible and to allow students to elect courses of special interest to them without being over-burdened by other less useful courses. (Appendixes list the 10 objectives of TOD and include the teacher questionnaire and an analysis of the responses.) (CD)

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ED120177

A STUDY OF THE EFFECTIVENESS OF THE TOD (TEACHERS OF THE DISADVANTAGED) PROGRAM AT BALL STATE UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Report Completed
October, 1974

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BACKGROUND

The Teachers of the Disadvantaged (TOD) program was organized at Ball State University to prepare students for teaching at the elementary school level in economically disadvantaged, racially integrated, and multi-ethnic schools.

Acquisition of attitudes, understandings, and skills necessary for successful teaching in such situations is accomplished through carefully selected university courses and first hand experiences in economically depressed neighborhoods and public classrooms located in such areas.

The Teachers of the Disadvantaged minor was first offered in the Elementary Education Department during the autumn quarter, 1969. Provisions were made so that students could earn a TOD minor or take the special courses and experiences which they wished without completing the TOD minor.

It was not until 1972 when an appreciable number of students (29) graduated with a completed TOD minor. In the 1973 graduating class, an additional 37 completed a TOD minor. This group, it was felt, could serve as a sample to determine the effectiveness of the TOD program at Ball State University in a formalized manner.

Informal evaluation based upon the scattered comments of the students themselves, classroom teachers responsible for participation experinces, college student teacher supervisors, public school employers and principals, had indicated that students who were products of the TOD program possessed the attitudes and skills necessary for successful teaching of economically disadvantaged children.

A year long study which measured the attitude change of TOD students, as well as, the degree of empathy toward people in poverty was published as two separate ERIC documents.[1]

Although the informal evaluation and the attitudinal study were indicators of movement towards the objectives of the TOD program, a need for a formalized assessment was felt.

Both the associate dean of Teachers College and the chairperson of the Elementary Education Department suggested that a study of graduates of the TOD program be made.

METHOD

During the latter part of the Spring quarter, 1974, the names of students who had completed a TOD minor during the 1972 and 1973 years were recorded through the help of the assistant chairperson of the Elementary Education Department. These 66 graduates were selected for inclusion in this study.

With the assistance of the director of the Institute for Educational Research and Evaluation, a random sample of 76 elementary education majors who graduated during the same time period, but who did not earn a TOD minor, were selected as a comparison group.

A Likert-type scale was designed from the ten stated objectives of the TOD program in which both the TOD graduates and the non-TOD graduates were to respond. (See Appendix A for objectives).

It was hypothesized that since elementary education majors on the TOD program shared a common pool of courses with non-TOD

elementary education majors, then if differences were apparent between the two groups, the significant variable would be the TOD program.

Since a Likert-type scaling allows the weighting of responses, it was also thought possible to determine the degree to which each of the ten objectives were being met, as perceived by the graduates of the TOD program.

The instrument contained other questions to gain information which could prove helpful in further evaluation of the TOD program. Such questions as type of school in which employed, socio-economic status of students, ethnic composition of students, and helpfulness of the TOD minor in job procurement were included.

Part III of the instrument was open-ended, soliciting from graduates suggestions as to improvement in the pre-service professional preparation of elementary education teachers at Ball State University. (See Appendix B for the complete instrument).

In order to maintain objectivity and to eliminate biased responses, all materials were mailed from and returned to the Institute for Educational Research and Evaluation over the director's signature. This same office tallied the responses, had the statistical tests run, and provided the tallied results to the Director of the Institute for the Preparation of Teachers of the Disadvantaged.

Late spring is not the best time of the year to send questionnaires to teachers as they are extremely busy with the attendant task of closing school. Yet, this was attempted, rather

than delay until autumn quarter when a change or turnover of teaching assignments might be responsible for a poor return.

RESULTS

The returned rate of the questionnaires approached 50% with 27 TOD teacher responses and 42 non-TOD teacher responses.

From the responses to Part I, it is apparent that TOD teachers were more heavily represented than non-TOD teachers in teaching assignments with lower socioeconomic group students of minority status. This is shown in Tables 1 and 2.

TABLE 1

SOCIOECONOMIC STATUS OF STUDENTS

TAUGHT BY TOD & NON-TOD TEACHERS

	TOD Teachers	Non-TOD Teachers
Mostly middle class	No. 8 % 36.4	No. 25 % 64.1
Mostly lower class	No. 14 % 63.6	No. 14 % 35.9
Total	No. 22 %100.0	No. 39 %100.0

TABLE 2

ETHNIC COMPOSITION OF STUDENTS TAUGHT

BY TOD & NON-TOD TEACHERS

	TOD Teachers	Non-TOD Teachers
More than 75% Black or Spanish surnamed	No. 9 % 45.0	No. 1 % 2.6
Between 50-75% Black or Spanish surnamed	No. 1 % 5.0	No. 1 % 2.6
Between 25-50% Black or Spanish surnamed	No. 2 % 10.0	No. 4 % 10.5
Less than 25% Black or Spanish surnamed	No. 8 % 40.0	No. 32 % 84.0
Total	No. 20 %100.0	No. 38 %100.0

Another significant item of information was the location of the school in which respondents were teaching. More than half of the TOD teachers were in a school located in the city. Almost half of the non-TOD teachers identified their schools as located in a rural area. This seems unusual. It makes one wonder if schools which could be geographically situated in a suburban setting were identified as rural by the non-TOD teachers. Location of schools for the study sample can be found in Table 3.

TABLE 3

LOCATION OF SCHOOLS IN WHICH

TOD & NON-TOD TEACHERS WERE EMPLOYED

		TOD Teachers	Non-TOD Teachers
City	No.	12	9
	%	54.5	22.0
Suburb	No.	2	13
	%	9.1	31.7
Rural	No.	8	19
	%	36.4	46.3
Total	No.	22	41
	%	100.0	100.0

Since the non-TOD teachers selected for the comparison group were randomly selected from a list of graduates known to be employed, there was no way to compare the degree to which employment was enhanced by the acquisition of the TOD minor, as compared to elementary graduates without the TOD minor. However, a companion question was asked to determine if the TOD minor was helpful in obtaining the present teaching assignment held by TOD teachers. Sixty-one and one-half percent replied yes. This would tend to correlate highly with the type of students taught by the TOD teacher group with 63.6% identifying their teaching assignment as mostly lower social class.

Part II of the survey instrument placed the ten objectives of the TOD program in a five point Likert-type scale in which respondents were to rate the degree to which these objectives were met, as perceived by the individual respondent. It is possible that similar kinds of attitudes, skills, and understandings thought to be necessary to teach economically disadvantaged children were being taught to non-TOD teachers in the various preparatory courses taken.

In every case, the TOD teachers rated the objectives higher than the non-TOD teachers. To determine the significance of the differences of the two groups a T-test was utilized. For the first nine objectives the differences of the mean scores of the two groups were statistically significant beyond the .01 level favoring the TOD teachers. For the tenth objective, significance was at the .01 level. The tenth objective deals with discipline.

One other objective (number seven, which deals with positive teacher-parent relationships) is rated lower than discipline by both TOD teachers and non-TOD teachers.

All-in-all, it appears that the stated objectives of the TOD program are being realized. Some were rated higher than others, but in all cases, the TOD teachers were far better prepared to teach in a disadvantaged setting than were those students who were also elementary education majors but without a TOD minor.

Part III solicited suggestions for the improvement of the teacher preparation program at Ball State University.

The TOD teachers made frequent mention of the following:

More methods classes, actual classroom situations

Preparation for discipline problems

Better training in remedial and corrective reading

Understanding of relationships between teachers and principals, and other teachers

Better placement; more information on public education by professors

Earlier actual experience with children in classroom

Observing and working in disadvantaged schools

All of the above concerns were mentioned from 4 to 14 times by the TOD teacher respondents.

The non-TOD teachers mentioned the following with a frequency count of from 4 to 11 times:

More time spent in actual classroom situations

Better training in reading, remedial and corrective; or more reading courses required

Earlier introduction to classroom children and teaching

There is much similarity in the suggestions made for program improvement by the two groups. Teachers in economically disadvantaged settings would expect to experience a greater number and intensity of discipline cases in which parent confrontation could be a problem. This could account for an expressed need for improvement in these areas which were not mentioned by the non-TOD teacher group. (See Appendix C for a further analysis of the responses to the instrument).

CONCLUSIONS AND IMPLICATIONS

As judged by the self perceptions of the graduates with a

major in elementary education and a minor in TOD, the TOD program has been effective in attaining the ten objectives originally adopted. Further evidence of the effectiveness of the TOD program is found in the comparative ratings of the TOD teacher group and the non-TOD teacher group regarding the TOD program. On every item, utilizing a five point Likert-type scale, the TOD teacher group rated their preparation to teach disadvantaged children at a much higher rate than did the non-TOD teacher group. Application of the T-test as a test for significance revealed that the differences between the two groups were statistically significant at the .01 level of confidence or beyond for every item.

It would appear that since discipline and parent-school relations were not rated as high by the TOD teacher group as compared to other items taken from the TOD program objectives, increased effort must be made to discover more effective means of preparation for the "real world" of teaching.

Lack of preparation for effective classroom management (discipline) has been the most frequently mentioned item of first year teachers in many surveys conducted by the National Education Association. Although this area is covered in the "Education of the Culturally Different Child" course and in the participation experience, it seems not to be enough. The presentation of problematic situations devoid of the emotional or psychological threat that a teacher experiences on the job is, at best, a cognitive exercise. If one were able to stimulate the affective dimensions of classroom management, then perhaps, pre-service

teacher preparation might be more realistic in this area, so important to beginning teachers.

One should not forget that non-TOD teachers in this study mentioned this also, as an area in which preparation for teaching could be improved.

The following suggestions should be considered as improvement in this area is sought:

1. Deliberate inclusion of discipline situations and methods of approach should be included in all methods courses required in the elementary education curriculum.
2. Purchase of the SRA Inner-City Stimulation Laboratory to provide more vicarious experiences in typical classroom management situations confronting teachers of economically disadvantaged children.
3. During the participation experience, classroom teachers might be encouraged to leave participants by themselves for varying periods of time, so as to expose them to possible situations involving classroom management decisions.
4. Student teacher supervisors might encourage classroom teachers to let the student teacher experience problems in classroom management by absenting themselves from the classroom for varying lengths of time.
5. Explore possibilities suggested by the Elementary Education faculty for meeting the challenge of

improving preparation for classroom management. This topic can be discussed in departmental meetings.

Some of the above suggestions might be applied to the regular elementary education program as well, since the study sample of non-TOD teachers mentioned this area as one in which improvement is needed.

Time is given in the "Education of the Culturally Different Child" course as to the appropriate inclusion and importance of involving parents in the education of children from low income backgrounds. Handouts, discussion, lecture, and role playing are approaches utilized to inform and prepare TOD students for positive home-school relations. This approach appears to have limited effectiveness as this area was rated lower than all others, except discipline and mentioned as an area needing improvement.

The following suggestions should be considered:

1. Continue with the approaches used in "Education of the Culturally Different Child" class.
2. Include appropriate utilization of parental influence on children's learning and motivation by relating it more directly to specific subject matter areas. This could be included in methods courses for preparing elementary teachers. Such areas as reading, language, social studies, health science, and others could be appropriate subjects of focus for building positive home-school relationships by identifying

a variety of viable ways for parental assistancy and inclusion.

3. Seek increased opportunities for students to relate to parents in their participation and student teaching experiences.
4. Solicit suggestions from the elementary education faculty at a departmental meeting for ideas to meet this need.

Both the TOD teacher group and the non-TOD teacher group expressed the need for better training in remedial and corrective reading as well as earlier exposure to children in actual classroom situations.

Looking at the study group, one might ascertain that a certain percentage of these students graduated before the requirement to take the corrective reading course was enacted. This may account for some of this reaction.

Starting in the Winter quarter (1974-1975) the basic reading methods course will be included in the junior year participation block.

This should allow reading instructors to relate the theory of teaching reading with the practical aspects, as most, if not all, of the TOD participants are actively engaged in teaching reading to children from low income families during this experience. The nature of out-of-class assignments made by the reading instructor should utilize the practical aspects of the real classroom situation which the TOD students face every day during the participation experience.

Elementary Education reading faculty involved in the University's Right to Read grant may want to give special consideration to improving the effectiveness of instruction for teaching reading to economically disadvantaged children and seek to coordinate more closely, college classroom and actual classroom teaching situations.

Early exposure to actual elementary classroom situations is another of the problems cited by both groups relating to this survey. This need might be met through voluntary involvement of students in their own hometowns, since the city and surrounding area in which Ball State is located, could not possibly absorb the large number of students who could be identified for such experiences.

Although many of the TOD students took advantage of exploratory teaching in high school and continue to buttress their formal teacher preparation with a variety of voluntary tutoring assignments and other associations with children, early exposure to a real classroom situation before the junior year is desirable.

The solution, many would say, is simple; require all elementary education majors to take Ed.El.101 and Ed.El.201 for this early classroom experience. Since elementary education majors have the least elective hours (14) of all majors at Ball State, and since the TOD minor requires 24 credit hours, the answer to this problem is beyond the realm of the simple. The ten credit hour discrepancy is handled by most TOD students through several summer school sessions. To add to already over burdened curriculum requirements seems foolhardy.

It would appear that the Teacher Preparation Council at Ball State should examine their work in the area of curriculum requirements for elementary education majors over the past years with close scrutiny. Adding new requirements and subtracting none of the old, outdated ones, has forced elementary education majors in a lock-step system with little opportunity for specialized preparation without great inconvenience and expense to the individual student. The TOD minor at Ball State outnumbers all endorsements in elementary education. Even so, only 20% of all elementary education majors are working towards a specialty through the TOD minor or endorsements, as kindergarten and early childhood education.

With more curricular flexibility in the elementary education major, more specialization would be encouraged, placing Ball State graduates in a better position for the highly competive teacher job market.

Institutions, by their nature, are not change-oriented, so that institutional change is not only slow, but painful as well. Suggestions for change may be viewed as revolutionary assaults to be effectively repulsed by the protectors of the status quo, armed with antiquated, but powerful traditions or policies as weapons.

The elementary education major has fallen victim to these forces so that changes which could add much to the effectiveness of their preparation as teachers will have to be accomplished within the present framework of requirements. Securing early exposure to classroom situations for elementary education majors will not be easy to provide, unless some major changes are made.

It would seem logical, that problems identified by graduates of the elementary education program, be confronted in an honest approach and that solutions be sought within the confines of the existing program. Problems which do not appear solvable without some restructuring of the present program should be identified and strategies for overcoming them proposed to the Teacher Preparation Council or other appropriate bodies.

NOTE:

The author is grateful to the Institute for Educational Research and Evaluation and to its director, Dr. Edward Wolpert, for assistance.

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[1] Sciara, Frank J., and Jantz, Richard K., "An Attempt to Measure Pre-Service Teacher Attitude Utilizing an Empathy Towards Poverty Scale", July, 1974, ERIC Microfiche ED 088-958.

Sciara, Frank J., and Jantz, Richard K., "The Sciara-Jantz Empathy Towards Poverty Scale", July, 1974, ERIC Microfiche ED 088-959

APPENDIX A

OBJECTIVES FOR A PRE-SERVICE TEACHER EDUCATION PROGRAM FOR ELEMENTARY TEACHERS OF THE DISADVANTAGED

Objective One - The teacher education program should provide opportunities for self understanding as it relates to teaching.

A. Prospective teachers should study their own psychological, sociological, biological, and economic environmental forces which have helped form their personality patterns.

B. Prospective teachers should become more aware of their own feelings, needs, attitudes, prejudices, and strengths as these characteristics relate to effectively teaching the disadvantaged.

Objective Two - The teacher education program should provide all kinds of educational experiences with an emphasis upon direct experiences which aid in preparing prospective teachers mentally, attitudinally, and emotionally to teach disadvantaged children.

A. There should be extensive first-hand experiences with a variety of sub-cultural groups.

B. Field experiences should acquaint prospective teachers of the disadvantaged with an understanding of different community settings.

Objective Three - The teacher education program should help the prospective teacher understand the effects of deprivation, poverty, prejudice and minority group members.

A. The prospective teacher should have a thorough understanding of the sociological and economic backgrounds of disadvantaged students as they relate to the values, aspirations and motivational levels of these minority group members.

B. Prospective teachers of disadvantaged children should understand the relationships which exist between prejudice, discrimination, limited aspirations, and low motivation.

Objective Four - The teacher education program should help the prospective teacher understand the present and potential strengths of disadvantaged students.

A. Prospective teachers should study and understand the varying family types, openness in personal relations, flexibility of vocabulary (not formal) language, and physical styles in learning found among lower socio-economic group members.

B. Prospective teachers should, upon completion of the teacher education program, be able to build upon these characteristics in helping the culturally disadvantaged achieve maximal effectiveness.

Objective Five - The teacher education program should help the prospective teacher develop skill in the use of diagnostic and corrective techniques.

A. The prospective teacher should possess sufficient diagnostic skill to be able to identify the level at which each child can best work and help determine appropriate learning activities.

B. The prospective teacher should be able to recommend and carry out correctional plans.

Objective Six - The teacher education program should help the prospective teacher to develop in children greater sensitivity, perceptivity, and awareness of their surroundings.

A. Prospective teachers should recognize the basic importance of perceptions and changes in perceptions to learning as well as the levels of awareness and receptivity which may be extended and developed.

B. Prospective teachers should develop techniques for use in fostering specific tactile, visual and auditory discrimination as well as the more subtle distinctions in the aesthetic and ethical spheres of human experience.

Objective Seven - The teacher education program should help the prospective teacher develop skills in establishing and maintaining positive teacher-community relationships.

A. The prospective teacher should understand the elements of frustration, violence and mob psychology and know how to deal with it intelligently.

B. Prospective teachers should have special skills in communicating with individuals and groups within the culturally disadvantaged community.

Objective Eight - The teacher education program should help the prospective teacher develop skills in advancing the needed language skills of students.

A. Prospective teachers should be provided with specialized training in how to strengthen the basic language skills of their students.

B. Prospective teacher should understand the dialects and vocabularies of culturally disadvantaged pupils and know how these can be used or modified to strengthen communication skills.

Objective Nine -The teacher education program should help the prospective teacher develop skills in selecting and adapting curriculum appropriate to the needs of the students. Prospective teachers should have skill in the selection and use of multimedia which induce curiosity and strengthen understanding.

A. Prospective teachers should possess skills needed to build learning experiences upon the knowledge that disadvantaged children already have - as well as the ability to reconstruct syllabi, textbooks, and reading materials in terms of the backgrounds of these students.

B. Prospective teachers should have the ability to work effectively with small groups within the classroom and to know when to use such procedures.

C. Prospective teachers should possess a flair for the dramatic so that children can be more readily motivated.

Objective Ten - The teacher education program should help the prospective teacher develop skills in organizing the classroom for effective learning.

A. Prospective teachers should know how to distinguish between those activities which can be easily and justifiably routinized and those (creative activities, for example) which cannot or should not be routinized.

B. Prospective teachers should develop the ability to adjust new enrollees to the classroom situation quickly.

C. Prospective teachers should acquire the ability to construct and use concrete materials for classroom work.

D. Prospective teachers should develop the ability to handle aggression and violence as it is expressed in the classroom.

E. Prospective teachers should acquire the ability to use individual and group procedures in strengthening group rapport and classroom discipline.

APPENDIX B

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

TEACHERS COLLEGE
Institute for Educational Research and Evaluation

May 20, 1974

Dear Ball State Graduate:

The Institute for Educational Research and Evaluation is attempting to evaluate Teachers College's professional programs. We are presently interested in the degree to which your education at Ball State prepared you to teach disadvantaged children.

We need your help. Would you please fill out the enclosed questionnaire and return it to us in the envelope provided? No postage is needed.

We appreciate your cooperation.

Sincerely,

Edward M. Wolpert

Dr. Edward M. Wolpert,
Director

EMW:sjh

ENCLOSURE

TEACHER EDUCATION PROGRAM EVALUATION

PART I

1. When did you receive your B.S. degree from Ball State? _____

2. Are you:
   _____ Male
   _____ Female

3. What was your major at Ball State?
   _____ Elementary Education
   _____ Special Education

4. Did you have an endorsement?
   _____ Yes
   _____ No

   If yes, which one? _____

5. Are you presently employed as a teacher?
   _____ Yes
   _____ No

   If yes, please check the categories which best describe your school.

LOCATION	SOCIO-ECONOMIC STATUS OF STUDENTS	ETHNIC COMPOSITION
___ city	___ mostly middle class	___ more than 75% Black or Spanish surnamed
___ suburb	___ mostly lower class	___ between 50-75% Black or Spanish surnamed
___ rural		___ between 25-50% Black or Spanish surnamed
		___ less than 25% Black or Spanish surnamed

6. Were you ever on the TOD (Teachers of Disadvantaged) program?
   _____ Yes
   _____ No

   If yes, did you complete the TOD program?
   _____ Yes
   _____ No

   If yes, do you feel that your TOD minor was helpful in getting you this particular assignment?
   _____ Yes
   _____ No

TEACHER EDUCATION PROGRAM EVALUATION

Below are ten statements concerning the teacher education program at Ball State. Please respond to each statement by placing a mark in the category which best indicates your opinion. Be sure to respond to each of the ten items.

PART II	Strongly Agree	Agree	Don't Know	Dis-Agree	Strongly Disagree
1. The teacher education program provided me with opportunities to become more aware of my own attitudes, prejudices, and strengths so that I was prepared to teach disadvantaged children.	___	___	___	___	___
2. A variety of direct experiences were provided me through the teacher education program so that I was prepared mentally, attitudinally, and emotionally to teach disadvantaged children.	___	___	___	___	___
3. The teacher education program helped me to understand the effects of deprivation, poverty, and prejudice, upon minority group members.	___	___	___	___	___
4. Through the teacher education program I was helped to understand the present and potential strengths of disadvantaged children.	___	___	___	___	___
5. The teacher education program helped me to develop some skill in the use of diagnostic and corrective techniques with disadvantaged children.	___	___	___	___	___
6. The teacher education program helped me to develop greater sensitivity, perceptiveness, and awareness of disadvantaged children to their surroundings through specific techniques in using tactile, visual, and auditory teaching approaches.	___	___	___	___	___
7. The teacher education program provided me with skills in establishing and maintaining positive teacher-parent relationships in disadvantaged communities.	___	___	___	___	___
8. The teacher education program helped me to develop some beginning skills in improving the linguistic skills (including reading, oral and written language, spelling, and listening) of disadvantaged children.	___	___	___	___	___

TEACHER EDUCATION PROGRAM EVALUATION

	Strongly Agree	Agree	Don't Know	Dis-Agree	Strongly Disagree
9. The teacher education program prepared me to select and adapt curriculum appropriate to the needs of disadvantaged children through the use of multi-media.	___	___	___	___	___
10. The teacher education program helped me to develop skills in organizing the classroom for effective learning and a minimum of discipline problems with disadvantaged children.	___	___	___	___	___

PART III

Considering your present teaching situation, how could your professional preparation at Ball State University have been more effective?

Thank you for your cooperation. Please return this questionnaire in the enclosed envelope.

APPENDIX C

TEACHERS OF DISADVANTAGED (TOD)

PROGRAM EVALUATION

Number of questionnaires mailed:		Number of questionnaires returned:	
TOD	66	TOD	27
NON-TOD	76	NON-TOD	42
TOTAL	142	TOTAL	69

The following is a summary of the responses.

PART I			TOD	NON-TOD
1. When did you receive your B.S. degree from Ball State?				
	1973	No.	17	36
		%	65.4	90.0
	1972	No.	7	3
		%	26.9	7.5
	1971	No.	1	0
		%	3.8	0.0
	1970	No.	0	0
		%	0.0	0.0
	1969 or Before	No.	1	1
		%	3.8	2.5
	TOTAL	No.	26	40
		%	100.0	100.0
2. Are you:				
	Male	No.	0	10
		%	0.0	24.4
	Female	No.	27	31
		%	100.0	75.6
	TOTAL	No.	27	41
		%	100.0	100.0
3. What was your major at Ball State?				
	Elementary Ed.	No.	27	38
		%	100.0	100.0
	Special Ed.	No.	0	0
		%	0.0	0.0
	TOTAL	No.	27	38
		%	100.0	100.0

			TOD	NON-TOD
4. Did you have an endorsement?				
	Yes	No.	16	11
		%	59.3	26.8
	No	No.	11	30
		%	40.7	73.2
	TOTAL	No.	27	41
		%	100.0	100.0
5. Are you presently employed as a teacher?				
	Yes	No.	21	41
		%	77.8	100.0
	No	No.	6	0
		%	22.2	0.0
	TOTAL	No.	27	41
		%	100.0	100.0
If yes, please check the categories which best describe your school.				
LOCATION:	City	No.	12	9
		%	54.5	22.0
	Suburb	No.	2	13
		%	9.1	31.7
	Rural	No.	8	19
		%	36.4	46.3
	TOTAL	No.	22	41
		%	100.0	100.0
SOCIO-ECONOMIC STATUS OF STUDENTS:				
	Mostly middle class	No.	8	25
		%	36.4	64.1
	Mostly lower class	No.	14	14
		%	63.6	35.9
	TOTAL	No.	22	39
		%	100.0	100.0
ETHNIC COMPOSITION:				
	More than 75% Black or Spanish surnamed	No.	9	1
		%	45.0	2.6
	Between 50-75% Black or Spanish surnamed	No.	1	1
		%	5.0	2.6

		TOD	NON-TOD
Between 25-50% Black or Spanish surnamed	No.	2	4
	%	10.0	10.5
Less than 25% Black or Spanish surnamed	No.	8	32
	%	40.0	84.2
TOTAL	No.	20	38
	%	100.0	100.0

6. Were you ever on the TOD (Teachers of Disadvantaged) program?

Yes	No.	27	3
	%	100.0	7.3
No	No.	0	38
	%	0.0	92.7
TOTAL	No.	27	41
	%	100.0	100.0

If yes, did you complete the TOD program?

Yes	No.	27	0
	%	100.0	0.0
No	No.	0	41
	%	0.0	100.0
TOTAL	No.	27	41
	%	100.0	100.0

If yes, do you feel that your TOD minor was helpful in getting you this particular assignment?

Yes	No.	16	0
	%	61.5	0.0
No	No.	10	41
	%	38.5	100.0
TOTAL	No.	26	41
	%	100.0	100.0

PROGRAM EVALUATION

PART II		MEAN	STAN.DEV.	T-VAL.	2-TAIL. PROB.
1. The teacher education program provided me with opportunities to become more aware of my own attitudes, prejudices, and strengths so that I was prepared to teach disadvantaged children.					
	TOD	4.12	.77	5.13	.00
	NON-TOD	2.88	1.07		
2. A variety of direct experiences were provided me through the teacher education program so that I was prepared mentally, attitudinally, and emotionally to teach disadvantaged children.					
	TOD	3.77	1.00	4.11	.00
	NON-TOD	2.77	1.10		
3. The teacher education program helped me to understand the effects of deprivation, poverty, and prejudice, upon minority group members.					
	TOD	4.15	.73	6.65	.00
	NON-TOD	2.60	1.03		
4. Through the teacher education program I was helped to understand the present and potential strengths of disadvantaged children.					
	TOD	4.15	.78	6.21	.00
	NON-TOD	2.73	.99		
5. The teacher education program helped me to develop some skill in the use of diagnostic and corrective techniques with disadvantaged children.					
	TOD	3.65	1.06	3.39	.00
	NON-TOD	2.73	1.11		
6. The teacher education program helped me to develop greater sensitivity, perceptiveness, and awareness of disadvantaged children to their surroundings through specific techniques using tactile, visual, and auditory teaching approaches.					
	TOD	3.96	1.04	4.36	.00
	NON-TOD	2.69	1.22		

PROGRAM EVALUATION

		MEAN	STAN.DEV.	T-VAL.	2-TAIL. PROB.
7. The teacher education program provided me with skills in establishing and maintaining positive teacher-parent relationships in disadvantaged communities.					
	TOD	3.19	1.13	3.81	.00
	NON-TOD	2.23	.92		
8. The teacher education program helped me to develop some beginning skills in improving the linguistic skills (including reading, oral and written language, spelling, and listening) of disadvantaged children.					
	TOD	4.04	.66	4.99	.00
	NON-TOD	2.95	1.11		
9. The teacher education program prepared me to select and adapt curriculum appropriate to the needs of disadvantaged children through the use of multi-media.					
	TOD	4.04	.71	5.42	.00
	NON-TOD	2.80	1.16		
10. The teacher education program helped me to develop skills in organizing the classroom for effective learning and a minimum of discipline problems with disadvantaged children.					
	TOD	3.15	1.10	2.63	.01
	NON-TOD	2.50	.91		

PROGRAM EVALUATION

PART III

"Considering your present teaching situation, how could your professional preparation at Ball State University have been more effective?"

In response to the preceeding question, the following comments were made. These comments have been paraphrased and the frequency with which the comments were encountered are indicated. The comments are in order of descending frequency.

TOD

1. Have more methods classes, actual classroom situations (14)
2. Preparation for discipline problems (10)
3. Better training in remedial and corrective reading (8)
4. Develop understanding of relationships between teachers and parents, principals, and other teachers (7)
5. Better placement; more information on public education by professors (4)
6. Earlier actual experience with children in classroom (4)
7. Observing and working in disadvantaged schools (4)
8. Develop understanding of diagnostic testing and evaluation (3)
9. Ideas and methods for slow learners and above average in same classroom (3)
10. Organization for first year teachers (3)
11. Program similar to TOD incorporated into every teacher education (2)
12. Develop understanding of curriculums (2)
13. Develop understanding of open concept school (1)
14. Use of first aid (1)
15. Organizing and evaluating individualized instruction (1)
16. Develop understanding of use of time (1)
17. Develop understanding of teacher-child relationship (1)
18. Less concern with specific details of teaching methods (1)
19. Language skills explored; relating them to students (1)
20. Part of program requirement for all teachers (Black History) (1)

PROGRAM EVALUATION

TOD

21. Better weeding out process of potential teachers (1)
22. Self-awareness section for potential teachers (1)
23. More classes in psychology (1)
24. More practical preparation and experiences (1)
25. Stress multi-media approach; use of various devices (1)
26. More science experiences, especially for primary (1)
27. Students informed of time allotments (requirements and guidelines) for classes (1)

NON-TOD

1. More practical experience: exposure to different socio-economic and ethnic backgrounds (11)
2. More time spent in actual classroom situations (9)
3. Better training in reading, remedial and corrective; or more reading courses required (5)
4. Earlier introduction to classroom children and teaching (4)
5. Classes on behavior modification and discipline in the classroom (3)
6. Teaching children from disadvantaged environments or requiring TOD courses in teacher education (3)
7. Better understanding of teacher-parent relationship (2)
8. More methods classes; also pre-student teaching assignment (2)
9. Education courses didn't seem relevant to classroom, much less disadvantaged (1)
10. More preparation in teaching art classes to students (1)
11. More varied program; widening of curriculum (1)
12. Observing good teachers; bring professors up-to-date (1)
13. Mandatory class in teaching both slow and gifted learners (1)
14. Course in first aid (1)
15. Mandatory handwriting class (1)
16. Preparation for upper-middle classes; also considered discipline problem (1)

NON-TOD

17. Better understanding of laws so they can be relayed to parents and students (1)

18. Better understanding of teacher-student relationships (1)

19. Learning to teach without audio-visual aids (1)

20. Introduce student-teachers as a teacher to the students (1)

21. More courses on new approaches to education (1)

22. Course in curriculum planning (for entire year) (1)